

# **ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM**

## **Official Handbook**

Greetings!

We are excited to share a detailed guide on how to launch a successful English Access Microscholarship Program (Access). Included in this how-to guide the In-Country Educational Service Provider (Provider) will find informative steps to take when planning an Access Program, best ways to ensure easy implementation and maintenance of a program, and efficiently closing out a successful Access Program. There are also sample documents for the Provider, templates for the Provider's teaching staff, and Access coordinators. Also note the "Quick Tips" section disbursed throughout the handbook for important points to remember. Please read the guidelines thoroughly and feel free to contact your U.S. Embassy/Consulate with any comments or questions. We are thrilled about your interest in equipping local youth with a foundation of English language skills. We look forward to working with you!

## Table of Contents

|  |     |
|--|-----|
| The Access Program .....   | 5   |
| In-Country Educational Service Provider: Roles and Responsibilities .....      | 5   |
| <b>PHASE 1: PROGRAM PLANNING</b> .....   | 7   |
| <u>1. Staffing: Access Coordinators, Teachers and Teacher Assistants</u> ..... | 7   |
| 1.1 Access Coordinator .....   | 7   |
| 1.2 Teachers and Teacher's Assistants .....                                    | 7   |
| 1.3 Access Staff Payments .....  | 7   |
| <u>2. Components of the Two-Year Access Program</u> .....                      | 8   |
| 2.1 Branding .....   | 8   |
| 2.2 Curriculum Design .....  | 8   |
| 2.2.1 After School Instruction.....  | 9   |
| 2.2.2 Intensive Sessions.....  | 9   |
| 2.2.3 Computer Instruction .....   | 10  |
| 2.2.4 Enhancement Activities .....   | 10  |
| 2.2.5 Personal Development Activities .....                                    | 11  |
| 2.2.6 Community Service Activities .....                                       | 11  |
| 2.3 Textbooks and Supplementary Materials.....                                 | 12  |
| 3. The Access Proposal .....   | 12  |
| 3.1 Financial Responsibilities and Expectations .....                          | 12  |
| <b>PHASE 2: PROGRAM IMPLEMENTATION</b> .....                                   | 14  |
| Timeline for recruiting and selecting students.....                            | 14  |
| <u>1. Recruitment and Selection of Students</u> .....                          | 14  |
| 1.1 Definition of Economically Disadvantaged Students.....                     | 14  |
| 1.2 Recruitment and Advertising.....   | 14  |
| 1.3 The Selection Process .....  | 15  |
| 1.3.1 Working with Families and Students .....                                 | 16  |
| 1.4 Induction Ceremony .....   | 156 |
| <u>2. Regular Program Monitoring and Evaluation</u> .....                      | 17  |
| 2.1 Guests and Visitors .....  | 17  |
| 2.2 Assessment.....  | 17  |
| 2.3 Reporting and Highlights .....   | 17  |
| 2.3.1 Financial Reports and Receipts.....                                      | 18  |

|   |      |
|---|------|
| <b>PHASE 3: PROGRAM CLOSE-OUT</b> .....                             | 1914 |
| APPENDIX A: STAFF DUTIES AND QUALIFICATIONS .....                   | 20   |
| APPENDIX B: SAMPLE TEACHER AGREEMENT .....                          | 222  |
| APPENDIX C: LESSON PLAN TEMPLATE .....                              | 24   |
| APPENDIX D: GUIDELINES FOR ONLINE PARTICIPATION.....                | 26   |
| APPENDIX E: ENHANCEMENT ACTIVITY PLAN TEMPLATE.....                 | 28   |
| APPENDIX F: COMMUNITY SERVICE PLANNING.....                         | 30   |
| APPENDIX G: LIST OF POTENTIAL MATERIALS FOR THE ACCESS PROGRAM..... | 34   |
| APPENDIX H: SAMPLE ADVERTISEMENT .....                              | 37   |
| APPENDIX I: SAMPLE APPLICATION FORM .....                           | 38   |
| APPENDIX J: SAMPLE INTERVIEW RUBRIC.....                            | 41   |
| APPENDIX K: SAMPLE PARENT CONSENT FORM .....                        | 43   |
| APPENDIX L: SAMPLE STUDENT CONTRACT .....                           | 44   |
| APPENDIX M: ACCESS PROGRAM HIGHLIGHTS FORM .....                    | 45   |
| APPENDIX N: REQUIRED CONSENT FORM.....                              | 47   |

## The English Access Microscholarship Program

Since its inception in 2004, over 110,000 students in more than 80 countries have participated in The English Access Microscholarship Program (Access). Access is a global scholarship program supported by the U.S. Department of State that provides a foundation of English language skills to talented 13-20 year-olds from economically disadvantaged backgrounds through after-school classes and intensive sessions. Access seeks to equip selected students with strong English language skills that can lead to better jobs, educational opportunities, and gain the ability to participate in and compete for future exchanges and study in the United States.

### **QUICK TIP!**

*The official name of the program, as supported by the U.S. Congress, is the “English Access Microscholarship Program.” The abbreviation, the “Access Program” or “Access” is acceptable.*

## In-Country Educational Service Provider: Roles and Responsibilities

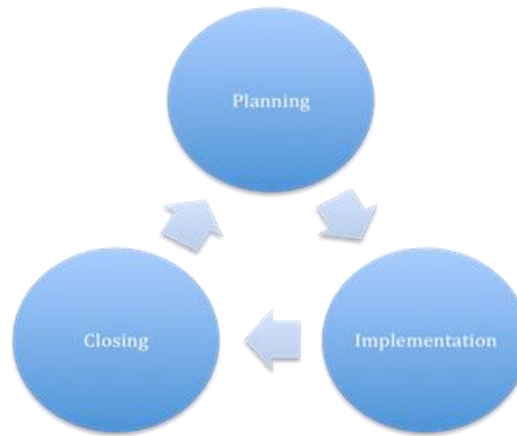
By seeking to join the Access family, you are demonstrating your commitment to strengthen your local community by increasing the English language skills of local youth and contributing to their improved self-confidence due to stronger critical thinking skills, and increasing their exposure to new career and educational opportunities to study abroad or obtain better jobs.

The roles and responsibilities of the Provider include, but are not limited to:

- ✓ Recognizing a strong need in your community for Access;
- ✓ Evaluating your institution’s ability to implement Access for two years;
- ✓ Working closely with the U.S. Embassy to plan effective and efficient programming.
- ✓ Drafting proposals that meet program requirements and submit for approval to the U.S. Embassy;
- ✓ Advertising and recruiting economically disadvantaged participants for the student scholarships;
- ✓ Collaborating with the U.S. Embassy during the participant selection process;
- ✓ Implementing the program according to the verbal and written guidelines from the U.S. Embassy which include approved proposals and signed official documents;
- ✓ Hiring highly-qualified personnel (i.e. Access Coordinators, Teachers, Teaching Assistants) to regularly monitor and evaluate the program to ensure it is implemented in accordance with the relevant official documents as well as to highlight best practices and address challenges quickly;
- ✓ Sending invitations to the U.S. Embassy/Consulate to notify them of special events, and opportunities to visit and speak;
- ✓ Providing signed certificates from a U.S. Embassy/Consulate Officer to each Access student at the beginning and end of the Access Program; and
- ✓ Submitting financial reports and alumni data according to the schedule outlined in official documents, and when requested by the U.S. Embassy/Consulate.

## The Access Program Overview

*The Access Program is divided into three phases; each containing distinct categories.*



### 1) **Program Planning:**

- a. Staffing
- b. Program Components
- c. Financial Responsibility
- d. Program Expectation

### 2) **Program Implementation:**

- a. Program Delivery
- b. Reporting
- c. Monitoring and Evaluation

### 3) **Program Close-out:**

- a. Program Ending Procedures
- b. Final Reporting

## PHASE 1: PROGRAM PLANNING

### **1. Staffing: Access Coordinators, Teachers and Teacher Assistants**

*The heart of the Access Program is its focus on learning English. As such, it is important to recruit and maintain high-quality Access Coordinators, Teachers, and Teacher Assistants who are committed to the success of the students selected for the two-year program.*

#### **1.1 Access Coordinator**

It is strongly recommended that each Access site have an Access Coordinator who serves as the liaison between the Access teachers and the U.S. Embassy/Consulate and provides support to the teachers in dealing with administrative matters. Since the Access Coordinator holds a variety of responsibilities related to the Provider and the Access teachers, it is recommended that s/he is selected from amongst the Provider's teaching staff. *(See Appendix A for specified duties.)*

#### **1.2 Teachers and Teacher Assistants**

Each Access group has a Lead teacher. However, in Access classes of 18 students or more, it is recommended that the class has a Teaching Assistant to give students as much personalized attention as possible. Both the Lead Teacher and the Teaching Assistant can work with different levels simultaneously. This also allows students to experience different teaching styles in the classroom. Students may identify with one teacher or both, hopefully making it easier to earn their trust and solve problems that may arise. Having two teachers in the class also sets an example of teamwork for students so they see that it is possible to collaborate with others to reach a common goal. *(See Appendix A for qualifications and duties.)*

#### **QUICK TIP!**

*It is recommended that institutions sign contracts with teachers in which Access Program responsibilities are described in detail. (See Appendix B for a sample teacher agreement.)*

All Teachers' and Teacher Assistants' duties for the Provider should be planned and executed in agreement with the Access Coordinator. The Teachers' first task is to select a qualified Teaching Assistant and, with the Access Coordinator, promote the program, recruit students, screen applications, conduct interviews, and notify candidates of the results.

#### **1.3 Access Staff Payments**

At the Provider's discretion, **Access Coordinators'** salary may be an in-kind cost share that the institution budgets for the Access Program.

It is the responsibility of the **Teachers** and **Teaching Assistants** to arrange the frequency and means of their salary with the Provider. The U.S. Embassy, Teachers and Teaching Assistants must be advised of their exact earnings each month at the moment the course starts.

**If any issue regarding payment arises, the U.S. Embassy/Consulate should be notified no later than 5 calendar days after the event.**

## **2. Components of the Two-Year Access Program**

### **2.1 Branding**

The official name of the program, as supported by the U.S. Congress, is the “English Access Microscholarship Program.” The abbreviation, the “Access Program” is also acceptable. These are the only names that should be used when referring to the program. A frequent incorrect reference is ACCESS: the word “access” should never be in all capital letters, as it is not an acronym. Other incorrect references to the program often occur, and we ask that everyone involved in the program use their due diligence to ensure that the Program’s name appears correctly in all program-related documentation.

Example: “The English Access Microscholarship Program, funded by the U.S. Department of State, ...”

### **2.2 Curriculum Design**

The goal of the Access Program is to equip students who possess a minimal knowledge of English, with effective communication and critical thinking skills through meaning interaction, cooperative learning strategies, interest-appropriate activities and real-life contexts. Additionally, Access seeks to prepare students for conversational English language skills with native and non-native speakers of English through a variety of experiential learning activities. An Access Program’s English language objectives will vary according to the instruction materials selected and the academic environment, however, all Access Programs should be designed with clear goals for the students’ English language acquisition.

Your organization must identify the number of hours of instruction as well as the course book in the Access Program proposal. Please design your curriculum based on those parameters and be mindful of the following:

- **Your proposal and your budget are your guiding documents. Please follow them and report accordingly;**
- The total number of after-school instruction hours must be **a minimum of 360** hours reasonably taught over the two years agreed upon. This means that the number of hours should not be **fewer than 180** in one academic year. If events beyond the Provider’s control prevent the instruction of 180 in one academic year, it is the responsibility of the Provider to make up those lost hours in the following academic year. Classes must be calculated with astronomic hours (60 minutes), not academic hours, which can vary from one institution to another;
- Program start and end dates should include any Access-related activities that occur prior to the start of classes (advertising, recruitment, etc.) or following the completion of classes (certificate ceremonies, wrap-up activities, close out etc.) The Access Program can only reimburse costs that are incurred within the approved program start and end dates;
- Lessons should focus on the four language skills: reading, writing, speaking and listening. Focus your classroom time on communicative methods of teaching. Access classes should include time for accuracy (grammar) as well as fluency (freely speaking);
- Remember to enrich your classes with supplementary materials, games, and projects; and
- Encourage teachers to be creative and use other methods of teaching. If the teachers think that students need more time on a particular theme, then they shouldn’t push them forward. Instead, teachers should use this opportunity to grow as an English language professional and think outside of the textbook. *(See Appendix C for a sample lesson planning template.)*



### 2.2.1 After School Instruction

As stated above, Access is a two-year program that requires **a minimum of 360** hours of instruction reasonably distributed over the agreed upon two-year period. Each Access Program must include instruction that can occur before school, after school, or on weekends. After school instruction has been the preferred time for teaching and has generally taken place one to five days a week with each class lasting one to three hours per day. It is the responsibility of the Providers to consider the schedule of the student to ensure that Access classes do not interfere with students' regular school schedule or school events.

In developing lesson plans, it is recommended that the teacher establish frequent checkpoints to ensure adequate student learning. Checkpoints can be established based on the selected instructional material, at the discretion of the Lead Teacher. As such, it is highly encouraged that great care is taken in selecting effective instruction materials. Enhancement activities related to U.S. culture and values must occur regularly throughout the two years of the program, including during After School Instruction. This type of instruction should also include frequent opportunities to converse in English and computer instruction, whenever possible.

### 2.2.2 Intensive Sessions

Intensive sessions are important times to build teams, gain confidence, and learn in a threat-free environment. They are also the place where the strongest memories of the Access Program are made and friendships are cultivated. Enjoy this opportunity to take your classrooms and your learning outside of the confines of the school room for experiential learning.

Providers are encouraged to include Intensive Sessions in addition to the mandatory After School Instruction. These sessions are often one to four-week long summer programs but may also occur over consecutive weekends or between semesters. They should include more instruction hours per week than the After School Instruction the students receive throughout the two years. Intensive Sessions can supplement, initiate, or conclude a student's two-year English language programming. These sessions are included in the 360 hours of required instruction. Hours of instruction during Intensive Sessions may not exceed 8 hours per day or 40 hours per week.

Intensive Sessions should combine English language instruction with enhancement activities. As much as possible, enhancement activities should incorporate U.S. Embassy/Consulate exchange alumni, U.S. exchange program participants, U.S. Embassy/Consulate personnel, and other native and non-native English speaking partners.

Costs associated with food and/or accommodation may be covered for Intensive Sessions. If the provider wishes to request these costs, they will have an opportunity to provide a justification for consideration within the Access proposal.

*While Intensive Sessions should include enhancement activities these alone do not constitute an intensive session.*

- Please, remind everyone to speak English during the intensive sessions, e.g. on a train trip or in a camp outside of your city. Games, sports, entertainment, and enhancement activities – everything should include building English language skills.
- The intensive sessions should encourage fun and active learning, so design your classes with hands-on learning and creativity in mind. This is a great opportunity for drama, nature hikes, and games in English.

- Take careful consideration when budgeting for the intensive sessions and be sure to stay within the Access proposal. Be sure that expenses for intensive sessions are approved items. For any questions or changes, contact the U.S. Embassy/Consulate.

### 2.2.3 Computer Instruction

*Access Programs, whenever possible, should include computer instruction to complement English language instruction and enhancement activities.*

- Computer classes, multimedia learning, or social media activities during After School Instruction and/or Intensive Sessions should appear in the proposal.
- Incorporate English into the computer instruction time, even if it is exploring how to use a program or using presentation or word processing for projects.
- Use [americanenglish.state.gov](http://americanenglish.state.gov) and the Trace Effects video game to explore English independently or as a class.
- Like the [English Access Microscholarship Program-Headquarters](https://www.facebook.com/AccessProgramHQ) Facebook page (<https://www.facebook.com/AccessProgramHQ>) and post regular activities as well as connect with students and teachers around the world! (See Appendix D: Guidelines for Online Participation)
- Most importantly, keep your students safe online! Teach best practices for social media and be sure the content they are using is instructional. Visit the Access Facebook page link for further online safety tips <https://www.facebook.com/AccessProgramHQ/notes>

### 2.2.4 Enhancement Activities

Another key element of the Access Program is to familiarize students with important features of U.S. culture and values. Students are encouraged to develop respect for and interest in other cultures, customs, and beliefs. Enhancement activities should be designed to provide hands-on and interactive opportunities for students to engage in discussions, games, community service, and other activities related to U.S. culture and values.

Three main elements of U.S. culture and values are included in the Access Program: 1) course topics relating to U.S. culture and values, 2) personal development, and 3) community service.

- All students and teachers must participate in enhancement activities on a regular basis.
- Enhancement activities are important parts of the Access Program and demonstrate U.S. culture/literature/ways of living, U.S. holiday celebrations, personal development activities, and community service. At least three course topics are required Program elements. Use this as a minimum guide for programming during After School Instruction and/or Intensive Sessions.
- English must be a component of all of your enhancement activities, whether part of the activity itself or in a follow up classroom activity. (See Appendix E: Enhancement activity planning template.)
- Send in highlights for the enhancement activities throughout the Program.

#### **QUICK TIP!**

*Enhancement activities are more than discussions about a topic – they are activities designed to reinforce a topic by creating a lasting impression and memory for students.*

Examples of enhancement activities related to U.S. Culture and values are:

- Celebrations of U.S. holidays such as hosting a Thanksgiving dinner or a Fourth of July picnic
- Writing and producing skits about key events in U.S. History
- Talent shows in which Access students perform songs by U.S. musicians
- Science-themed activities relating to environmental issues
- Inviting guest speakers to discuss aspects of life in the U.S. such as ethnic diversity and tolerance

### **2.2.5 Personal Development Activities**

Various components of the Access Program seek to foster personal development by working towards building balanced intellectual and emotional capabilities with students to better prepare them for future academic and professional endeavors. Students are introduced to topics including career development resources, available opportunities to pursue higher education, and additional U.S. government-sponsored exchange programs.

- A minimum of two personal development activities are required.
- Send in highlights for your personal development activities throughout the Program.

Examples of Personal Development activities are:

- Visits to local colleges and universities to expose to students to opportunities for higher education or other exchange programs.
- Visits by guest speakers from the private sector to discuss career opportunities.
- Career development activities that practice skills such as resume writing, application writing, and interviewing.
- Visits by guest speakers from the U.S. Embassy/Consulate and American Language Center to discuss ways in which Access alumni can stay connected to the U.S. Embassy/Consulate.
- Visits by active participants or alumni of Fulbright, the Peace Corps, the English Language Fellow Program, or the English Language Specialists Program to encourage speaking with native English speakers.

### **2.2.6 Community Service Activities**

The Community Service component is in place to increase the students' awareness of issues facing their respective communities while also gaining an understanding of the ways they can positively contribute to civil society.

- Please use the guidelines in Appendix F when planning your After School Instruction and/or Intensive Sessions.
- Send in highlights to mark your activity with Community Service throughout the Program.

## 2.3 Textbooks and Supplementary Materials

Each country may have its own primary textbooks that they prefer. Please work with the U.S. Embassy/Consulate to select textbooks for the Program. Texts must be approved by the U.S. Embassy / Consulate.

The scholarship money is intended to provide course books for each and every student. After the program, the books are the property of the students.

In addition to materials in the textbook, Access teachers are strongly encouraged to incorporate supplementary materials in lessons. Teachers can download and use materials from <http://americanenglish.state.gov> or enrich classes with the U.S. Department of State created materials (see Appendix G for a list of potential materials). *Teachers are also free to use other materials if they suit the Program goals.*

## 3. The Access Proposal

A complete Access Proposal consists of two documents: a narrative and a budget. The provider should ask the U.S. Embassy/Consulate for the latest templates. The provider must submit a complete proposal to the U.S. Embassy/Consulate for review and approval. If the U.S. Embassy/Consulate approves, then they will request approval from the Office of English Language Program in Washington, DC. If approved, then the U.S. cooperating agency will draft a sub-agreement to finalize the terms and conditions of the program. *The provider and U.S. cooperating agency must sign the sub-agreement first otherwise no Access programs should start.*

### 3.1 Financial Responsibilities and Expectations

Funds will be disbursed based on actual expenses and not necessarily the estimated expenses in the sub-agreement. The Access Program funds can only be used for documented instruction hours, administration, books, enhancement activities, transportation, accommodation, and food.

- *Instruction:* Funds spent for the purposes of instruction are salaries paid to instructors. Instruction expenditures should be verified with payroll receipts. Income and social taxes, pension funds deductions, as well as bank fees should be included as instruction expenses and reflected in payroll receipts.
- *Books and Instructional Materials:* Funds may go to the cost of text books and supplementary instructional materials used by Access students and teachers as well as the cost of Access students' school supplies to be used in the Access class throughout the program. These purchases must be verified with receipts. Receipts may be agreements with service providers, vendors, invoices, or cash register receipts.
- *Transportation:* The cost of transporting students to and from their Access classes as well as the cost of transporting students to and from Access enhancement activities fall under this funding line. These purchases must be verified with receipts. Receipts may be agreements with service providers, vendors, invoices, or cash register receipts.
- *Enhancement activities:* Expenses for enhancement activities may include supplies and must be related to a specific Access Program project, e.g. Celebrating Thanksgiving, induction and graduation ceremonies. Items that are not directly related to enhancement or instructional activities must not be authorized for purchase. Examples of unauthorized use of the funds: USB drives, sports gear, classroom equipment, costumes. If you are not sure whether the purchase you are going to make is allowable, please contact the U.S. Embassy/Consulate before you spend money. These purchases must be verified

with receipts. Receipts may be agreements with service providers, vendors, invoices, or cash register receipts.

- *Administration:* The administration budget line should not exceed 10% of the total proposal budget. The administrative cost may include staff compensation for work directly related to the Access Program such as program administrator accountants; administrative office supplies, Access classroom rental, office telephone, etc. These items must be reflected in your receipts.
- *Food and Accommodation:* These costs are generally not covered for after school instruction. However, providers will have an opportunity to request these costs by providing a justification for consideration within the Access proposal; decisions will be made on a case-by-case basis. These purchases must be verified with receipts. Receipts may be agreements with service providers, vendors, invoices, or cash register receipts.

## **PHASE 2: PROGRAM IMPLEMENTATION**

Congratulations, you constructed an extensive plan and finalized a sub-agreement for your Access Program. You are now ready to start the Program Implementation phase, or Phase 2 of the Access Program. Below is a suggested timeline for each part of the Program Implementation. While each Provider varies, it is recommended that you stay within these timeframes to ensure a timely start of your program.

### **1. Recruitment and Selection of Access Students**

| <b><u>Example of a Recruitment and Selection Timeline</u></b> |                     |
|---|---------------------|
| Promotion   | 8-12 weeks          |
| Receive Applications  | 2 additional weeks  |
| Screen Applications and Set up Interviews                     | 2 weeks             |
| Conduct Interviews  | 3-10 days           |
| Notify Applicants of Results                                  | 3-5 additional days |

#### **1.1 Definition of Economically Disadvantaged Students**

An essential program requirement is that Access students are economically disadvantaged and are 13-to-20 years old on the first day of class. Essentially, students should come from the lowest socio-economic bracket of the country/province. It is the Provider's responsibility to specifically identify how they will verify students' economic status.

#### **1.2 Recruitment and Advertising**

Institutions should assess the level of need in their community and ensure that the Access Program benefits bright and economically disadvantaged students. Extensive advertising and recruitment may be conducted in order to reach the target audience and can involve such parties as local government officials, school administrators, civic and religious organizations, and the U.S. Embassy/Consulate. The Provider, in collaboration with the U.S. Embassy/Consulate, may evaluate and nominate the candidates. Final approval of the nominations may be made by the U.S. Embassy/Consulate.

#### **QUICK TIP!**

*If the age range selected for a group exceeds a two-year range, the Provider must explain how it will maintain adequate learning within the age-group.*

- Information about your Access Program should be spread widely by advertising in local newspapers and TV channels (if possible), and working with local departments of education and schools or other educational institutions. (See a sample advertisement in Appendix H.)
- Information must clearly indicate that the Access Program is designated for bright but disadvantaged children ages 13 to 20 at the beginning of the program, and that the Program is free of charge and sponsored by the U.S. Department of State. If students are ages 13-20 when the program begins, the institution will need to make

arrangements to organize its classes according to both age and language proficiency levels.

### 1.3 The Selection Process

The Access Program is designed for economically disadvantaged students between 13 and 20 years of age who have minimal to no knowledge of English. Applicants will need to complete an application form in the local language with information related to the requirements of the Program. The information on this application will be verified by the Provider implementing the program. The Provider will verify that the selected students are economically disadvantaged and represent students from diverse racial, ethnic, religious, geographic, or physically challenged backgrounds as appropriate. Additionally, Providers must ensure that classes are gender-balanced and at least 50% of program participants are girls. If classes cannot be gender-mixed, an explanation from the Provider is required on how gender-balance will be achieved across the entirety of their Access Program.

Selection processes may include applications, written/oral exams, essays, and interviews and must adhere to the following guidelines:

- All aspects of the selection process must be in the children's native language(s).
- Application forms must have questions requesting the name, age, name or number of school/other educational institution as well as questions about parents/guardians and the number of children in the applicant's family. *(See Appendix I for a sample application form.)*
- If essays are a part of the selection process, they must be in the students' native language(s) and may ask students to explain their motivation and commitment to the Program.
- Interviews are the last stage of the selection process. Students must provide documents verifying their disadvantaged status **before** interviews take place. Examples of such documents include: guardians' salary statements, statements from pension funds, certificates of divorce/death, birth certificates, a report of their grades at school, and other appropriate documents. Copies of these documents must be filed and kept for both years of the Program and for a year afterwards. The U.S. Embassy/Consulate may ask to check these documents at any time during the Program. *(See Appendix J for sample interview rubric.)*
- A representative of the U.S. Embassy/Consulate must be included as a member of the final selection panel. Inform the U.S. Embassy/Consulate beforehand about the selection dates to let them plan accordingly.

#### QUICK TIP!

*Examples to verify economic status:*

- *Reviewing parent/guardian economic situation*
- *Requesting pay stubs,*
- *Interview school or community officials that have access to such information*
- *Referencing other documents that contain economic information.*

We strongly recommend that a plan exists for replacing students who withdraw from the program. Examples of are to:

- create a gender-balanced wait list of alternates from those students who weren't chosen or
- allow students to audit the class. The auditing students are required to participate in most activities as if they were a finalist in the Program. These auditing students may not receive paid materials, participate

in funded enhancement activities or receive transportation stipends. However once a replacement is needed, s/he can receive the full financial benefits of the scholarship.

### 1.3.1 Working with Families and Students

Students are more successful when their entire community is behind their education. We recommend involving parents and relatives in your planning. Those in the students' homes and neighborhoods can help make their participation in the Access Program a true success.

- Students and parents/guardians must be informed that the Access Program is intensive and two years in duration. Students and guardians must be dedicated to students' success.
- Students/guardians/families must be aware of attendance policies and the consequences of habitual unexcused absences.
- Students who miss classes without an excuse or students who misbehave regularly can be withdrawn from the Program.
- A representative from the U.S. Embassy/Consulate must be present for the opening and closing ceremonies. Inform the U.S. Embassy/Consulate beforehand about your ceremony dates to let the U.S. Embassy plan accordingly.
- We recommend providing forms in the local language to both students/guardians with the Access Program rules regarding attendance, behavior, participation in enhancement activities and etc. The institution can prepare letters of commitment that are signed by students and their parents/guardians. (See Appendices K, L, and M for a sample parent consent form, a sample student contract, and a copy of the release form )
- Voluntary withdrawals by students/guardians should be indicated in your monthly report and reasons for withdrawing should be included in the student portfolio.
- Withdrawals should be replaced with students on your list of alternates or students auditing the program.

### 1.4 Induction Ceremony

There will be an official opening ceremony at the beginning and an official closing ceremony at the end of the Program. At the opening ceremony, the students will be given a certificate of award signed by a U.S. official.

Since these certificates are individualized, teachers are requested to send any modifications/corrections to the Student Enrollment Form 15 days before the opening ceremony is scheduled.

#### **QUICK TIP!**

*Please be aware that it is the responsibility of the Provider to request the certificates from the U.S. Embassy/Consulate..*

At the ceremony, a representative of the U.S. Embassy/Consulate should be present in person to deliver the certificates. The availability of the U.S. Embassy/Consulate staff will determine the time and date of the ceremony; therefore, it may not be held exactly at the beginning of the course or planned without advising the U.S. Embassy/Consulate. For this reason, it is recommended that an informative meeting with the parents of the Access students and/or an informal opening ceremony be held just before the course starts.



## **2. Regular Program Monitoring and Evaluation**

### **2.1 Guests and Visitors**

Regular visits from the community and from the U.S. Embassy/Consulate are a great chance for your students to practice their language skills with native speakers and to learn more about U.S. life and culture. Here are a few tips for hosting and preparing for visitors.

- Think ahead to the visit and prepare your students by brainstorming relevant vocabulary and questions for visitors. If appropriate, plan a game to play together with the guest.
- Do not put on a “show” for visitors – limit rote memorization of songs and poetry during a visit. Instead, give the visitor a chance to share in Q&A with students. You may request visitors to speak on a topic related to the students’ current focus of study, such as the visitor’s home town, favorite sport, or family. Most Americans are happy to answer questions and feel relieved to be directed to a specific topic.

### **2.2 Assessment**

Institutions must establish a system for monitoring and evaluating the progress of Access students. This includes administering a placement test (pre-test) at the beginning of the Program and the same test at the end of the Program (post-test) to track the progress of the student’s progress. The monitoring and evaluation system may also include establishing progress benchmarks and providing feedback to students and teachers throughout the Program. Aspects of student performance to be evaluated throughout the may include listening comprehension, verbal communication, accuracy, and fluency.

Providers must evaluate the success of every student. In order to do this, Providers must do the following:

- Give students the same pre- and post-tests at the beginning and end of the Program. This allows you, the student, and the U.S. Embassy/Consulate to track and evaluate the success of your students throughout the two-year period. Please note: the Provider should not race through material or teach to the test; it is important that the students learn and demonstrate progress with their English language proficiency as a result of their enrollment.
- Provide continuous formative assessment by giving unit tests, individualized feedback, or checkups.
- Collect all tests and store them in students’ portfolios.
- Work with students/guardians if students have problems with classes/tests so that they can improve. The ultimate goal is learning for each student!

Reach out to other Access Providers or the U.S. Embassy/Consulate if you have questions about testing or would like suggestions for placement tests.

### **2.3 Reporting and Highlights**

The organizations will submit their reports according to the schedule provided in the official sub-agreements. Reports are essential for your work. Accurate reports accompanied with all your receipts will ensure you receive the next tranche of money for running your program. Incomplete or inaccurate reports missing receipts will result in delayed payments to your organization. Payments will be sent only when you’ve answered all questions related to your report and have provided Program receipts. Misuse of funds or incomplete reporting can lead to the termination of your program as indicated in your sub-agreement.

Highlights are very important as well, as you must demonstrate your students' involvement in Access Program activities such as holiday celebrations, social/voluntary projects, and others.

- Don't delay! Please send highlights to the U.S. Embassy/Consulate as soon as your special event has finished. We are most interested in your activities and events when they are fresh – try to make an effort to send in your highlights no later than 7-10 days after the event. Your awesome Halloween highlight is not as awesome when we receive it in February. See a sample Access Highlights Form in Appendix M.
- Be prompt with your reports! If something beyond your control is causing delay, please call the U.S. Embassy/Consulate and let us know. Otherwise, your reports are due on the date indicated in the official sub-agreement.

### 2.3.1 Financial Reports and Receipts

Compliance with reporting dates is very important to ensure timely transfers of funds for your Access Program activities.

- Your student enrollment form with a list of selected students and alternates must be completed and submitted at the start of your Program and updated throughout the program.
- Photo and video release forms for students (pending parent/guardian approval) and teachers must be completed at the start of the Program (see Appendix N).
- You must report your expenses in U.S. Dollars. Please calculate the exchange rate on the day you receive each funding disbursement and use that same rate for that entire reporting period.
- Proof of purchases you made should clearly indicate a vendor and you as a client and name the goods or services purchased. Receipts that are not properly issued may be denied by the U.S. Embassy/Consulate.
- If you incur some unexpected expenses, please consult with us. You must have permission to purchase anything which wasn't proposed and/or reflected in your initial budget. Changes can be made to your sub-agreement only after consulting with the U.S. Embassy/Consulate.
- Please, keep all receipts of your expenses. You will not be eligible to receive another tranche of funds until all receipts are accounted for.

#### **QUICK TIP!**

*Keep records of students' attendance, and, if somebody misses classes, check with parents/guardians for the reason of their child's absence. They must provide a medical certificate if they miss classes because of sickness. If a student misses three classes without an excuse, he/she should be notified and can be withdrawn from the Program*

### PHASE 3: PROGRAM CLOSE OUT

- All final financial and program reports required by the terms and conditions of your sub-agreement must be submitted to FHI 360 no later than 30 calendar days after the end date of the sub-agreement. The end date of your program is specified in your sub-agreement.

#### **QUICK TIP!**

*There is 10% flexibility between line items. However, this flexibility does not apply to the Admin line. Cumulative line item changes over 10% of the total budget requires written approval from Washington, D.C. All records and receipts for this sub-agreement must be kept accessible for a period of three years from the date of submission of a signed close-out letter.*

- All costs must be incurred during the period of the sub-agreement. Costs, including salaries, will not be reimbursed outside the dates of the sub-agreement. Please refer to your sub-agreement for the exact dates of your sub-agreement.
- To aid in the closing of the sub-agreement, FHI 360 provides a Reconciliation Report. This report should be filled out and used as a way of recording expenses to date and projecting expenses necessary until the program ends. This report will be used in determining if your organization needs to return funds or how much funding is necessary to complete the program.

## APPENDIX A: STAFF DUTIES AND QUALIFICATIONS

### 1.1 Access Coordinators' responsibilities include, but are not limited to:

- Assisting in the selection process of the students;
- Assisting in the recruitment of the students;
- Assisting the Provider in the purchase of Access materials;
- Liaising with the Provider authorities to secure access to the room space;
- Submitting financial and progress reports by the agreed deadline;
- Helping the teachers organize the opening and closing ceremonies;
- Frequently visiting each class to ensure proper administration of the program
- Evaluating Access classes and noting any recommendations for improvement.
- Consulting with Access teachers on solutions to noted recommendations for improvement.
- Notifying the U.S. Embassy/Consulate of sudden changes, emergencies, or interruptions of the Access classes and program
- Assisting teachers in organizing the administration of the pre-and post-test for student progress evaluation.

### 1.2 Teachers' and Teacher Assistants' qualifications may include but are not limited to:

- Holding university degree(s) with the qualification "English Language Teacher" and **at least** three years of experience working with students.
- Teaching Assistants may hold a similar degree or may be in the last semester of the Bachelor's degree in ELT or a related field (i.e. Applied Linguistics, English Literature, etc.). The assistant must have an advanced level of English, roughly equivalent to a score of 550 on the TOEFL ITP or a B on the U.S. Embassy's or Cambridge University's First Certificate Examination.
- Strong desire and motivation to work with disadvantaged youth.
- Dedication to working with Access students for two years.
- Ability to organize and participate in enhancement and out-of-class activities.
- Willingness to attend professional development and Access Program events organized by the U.S. Embassy/Consulate.
- Availability for **X** hours a week in the afternoons during weekdays or on the weekends from **MONTH** to **MONTH**.
- Basic knowledge of and appreciate for U.S. society and culture, especially as it refers to the following holidays: Earth Day, Memorial Day, Independence Day, and Thanksgiving.
- Basic computer skills with Microsoft Office (Word, PowerPoint), an internet browser (Explorer, Firefox, Safari, Chrome, Netscape, etc.), and e-mail.

### **1.2.1 Teachers and Teacher Assistants' Duties**

Teachers' responsibilities include, but are not limited to:

- Selecting appropriate textbooks and materials that reach the program objectives.
- Developing a course syllabus that clearly outlines the topics of the classes and expectations of the students.
- Developing and implementing quality lesson plans according to the Access Program objectives.
- Holding classes and conduct enhancement activities in accordance with the schedule and curriculum approved by the Access Provider.
- Designing evaluation materials to properly assess student's progress in accordance with the benchmarks established at the start of the program.
- Conduct student assessments on a regular basis.
- Submit progress reports according to the schedule established by the Provider.
- Ensure student portfolios are filed, accessible and frequently updated.
- Monitoring and regularly updating dossiers of the students' attendance and notifying the coordinator of students' progress through regular written reports.
- Developing, planning, and implementing the enhancement activities according to the Access Program objectives and duties listed above.
- Ensuring the health and safety of the students during planned classes and activities.
- Seeking to improve methodical and pedagogical skills through participation in seminars, lessons offered by visiting experienced colleagues, and self-directed professional development.

Teaching Assistants' responsibilities include but are not limited to:

- Assisting teachers in the duties and responsibilities listed above, as required.
- Providing additional assistance to lower-level students, as required.
- Providing supplemental activities for higher-level students who have completed assigned tasks ahead of time.
- Assisting to ensure the course runs smoothly and successfully.

## APPENDIX B: SAMPLE TEACHER AGREEMENT

### TEACHER AGREEMENT

The administrator of the English Access Microscholarship Program (Access) funded by the U.S. Department of State, In-country educational service provider X, hereinafter referred to as “institution”, and NAME OF TEACHER, hereinafter referred to as “teacher”, have entered into this agreement for his/her duties under the Access Program.

The “teacher” shall be paid for his/her educational services, beyond existing duties, in accordance with the requirements of the program.

#### **1. The teacher’s duties include but are not limited to:**

- 1.1 Selecting appropriate textbooks and materials that reach the program objectives;
- 1.2 Developing a course syllabus that clearly outlines the topics of the classes and expectations of the students;
- 1.3 Drafting a calendar of activities;
- 1.4 Holding classes and conduct extra-curricular activities in accordance with the schedule and curriculum approved by the School/Program;
- 1.5 ensuring the health and safety of the students during planned classes and activities;
- 1.6 monitoring and regularly updating dossiers of the students’ attendance and notifying the coordinator of students’ progress through regular written reports;
- 1.7 Seeking to improve methodical and pedagogical skills through participation in seminars, visiting lessons of experienced colleagues, and self-education;
- 1.8 Designing evaluation materials to properly assess student’s progress in accordance with the benchmarks established at the start of the program;
- 1.9 Submit progress reports according to the schedule established by the Provider;
- 1.10 Developing, planning, and implementing enhancement activities according to the Access Program objectives

#### **2. The Provider’s duties include but are not limited to:**

- 2.1 Ensuring materials are available to conduct classes and extra-curricular activities;
- 2.2 Confirming venue space for the classes and extra-curricular activities;
- 2.3 Conducting regular visits to monitor progress;
- 2.4 Submitting timely reports to the U.S. Embassy/Consulate; and
- 2.5 Ensuring payment in accordance with the program budget, only for the confirmed completed lessons

#### **3. Terms of the Agreement:**

All modifications to this agreement must be done in writing and jointly executed by both parties

The agreement may be terminated, but not limited to, the following circumstances:

- 3.1. failure of the “teacher” to perform assigned duties or

3.2 failure of the program to launch due to unforeseen circumstances.

---

Signature: First and Last Name

Date

Title

Institution

Country

---

Teacher's First and Last Name

Date

Country

## APPENDIX C: LESSON PLAN TEMPLATE

Lesson Plan Title: \_\_\_\_\_

Date: MONTH DAY, 20XX

Themes:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Students' preparation for today's class:

Homework Assigned for next class:

**Lesson Objectives:**

By the end of this lesson, students will be able to

- 
- 
- 

**Materials, Supplies, and Technology**

- 
- 
- 

**Lesson Sequence**

(\_\_ minutes)

*Warmer*

*(5 minutes)*

*Introduction to topic*

*(5-10 minutes)*

**(APPENDIX C cont'd)**

*Lesson (broken down into smaller sequences)*

1.

(\_\_ minutes)

2.

(\_\_ minutes)



3. (\_\_\_ minutes)

4. (\_\_\_ minutes)

*Assessment (linked to objectives listed above)*

*Homework/Follow-Up*

- 
- 
- 

*Teachers' Notes and Lesson Learned for Future Lessons*

Examples questions for reflection:

1. Was my lesson too long or too short?
2. What would I change about this lesson?
3. Did any student struggle with this lesson?
4. What worked well?
5. What can I do better next time?

## APPENDIX D: GUIDELINES FOR ONLINE PARTICIPATION

### **Welcome to the English Access Microscholarship Program - Headquarters Facebook Page!**

This is a Facebook Page for Access students, alumni and teachers. We intend for this to be a place where Access participants from across the globe can come together and discuss things important to you – all while practicing your English!

Please make sure to read our *Terms of Service* located in a tab on our Facebo

## APPENDIX E: ENHANCEMENT ACTIVITY PLAN TEMPLATE

**Theme/Title of Activity:** \_\_\_\_\_

**Objectives:**

By the end of this enhancement activity, students will be able to

- 
- 
- 

**Materials, Supplies, and Technology**

- 
- 
- 

**Activity Sequence**

*Preparation for activity*

*List supplies, costumes, or other preparation necessary to set up your activity.*

- *Contact administrator and reserve space*
- *Buy supplies*
- *Call guest speakers and confirm availability*
- *Borrow books/media to use in activity*
- *Reserve projector/stereo/computers*
- *Create pedagogical materials to focus the activity on English learning*
- *Prepare thank you cards for students to sign for guests*

*Introduction to topic and vocabulary*

*\*You may need to plan a lesson previously to introduce structures and vocabulary necessary for your activity.*

**Activity**

1. \_\_\_\_\_ (\_\_\_ minutes)
2. \_\_\_\_\_ (\_\_\_ minutes)
3. \_\_\_\_\_ (\_\_\_ minutes)

**Follow-Up from the activity**

- Send/deliver thank you notes

- Fill out a highlight form and send it to the U.S. Embassy/Consulate.

Lessons learned for future activities:

## APPENDIX F: COMMUNITY SERVICE PLANNING

### Planning Your Community Service Project

#### What is Community Service?

“Community service” is defined as: “the voluntary action of an individual or group of individuals without pay”. Examples of community service include conducting food drives; participating in adopt-a-highway programs; tutoring; teaching younger children; or raking leaves or shoveling snow for elderly neighbors. It is action in the community, involving community members – young people, adults and families who come together to work on a common interest or community need.

#### How to Combine Community Service and Learning

Combining community service and learning and putting it in a real-life context is what community service learning is all about. The Michigan Community Service Commission defines it as “activities that meet genuine community needs and require the application of knowledge, skills and reflection time.”

*“Cleaning up a river bank is service. Reading a book about environmental conservation is learning. Youth reviewing results from water studies, presenting the scientific information to a pollution control agency and discussing the impact these results may have on future pollution control issues and our own behaviors is service-learning.”*

*–Angelia Salas, 2006 4-H Teen Peer Mentoring and Service*

To be effective it is important that youth are actively involved in the process. They should be engaged with assessing community needs, designing projects to address community needs, and reflecting before, during and after the service experience. In addition, service activities are designed to meet learning objectives, not just to “do service.” Successful community service-learning projects include the five steps listed below.

#### Five Steps to Community Service:

##### Step 1: Pick a project by determining needs.

- **Brainstorm as a Group:** Discuss issues that need attention in your neighborhood and brainstorm ways to address the problems. Prioritize your ideas and select the best one. Think about what you would like to learn from the project.
- **Select From the News:** Select stories that have emotional effects on your group. Discuss them together to select your project.
- **Conduct a Survey:** Survey members of the community to find out about their greatest concerns. Do a project about which the community residents feel strongly. Perhaps community members will be inspired to help with your project!
- **Research the Issues:** If accessible, do some web searches or go to the library and find out as much as you can about the problem in your community.

## Step 2: Plan your project and get some publicity.

Good planning is crucial to any community service-learning project. It's what determines your project's success. While developing your plan, remember to consider your ultimate goals by thinking of who will be helped by your service, and if the project is appropriate for your community, and the staff that is required to ensure the program runs smoothly. Use the information gathered to plan the tasks, responsibilities, due dates and other important details that will start the community-based service learning project.

In addition to good planning, it's important for you to inform the public of your planned community service-learning project. Public awareness can contribute a great deal to your project's success. You can help generate publicity by sending well-written news releases to local radio stations and newspapers. Well-written news releases are concise, but still include "the 5 Ws and an H": who, what, when, where, why and how. Make sure your news release includes a short explanation of your project and basic contact information for someone who can answer questions about it.

## Step 3: Do the service.

Now to the exciting part! You get to put your plan into action. Remember this is a team effort. Everyone in the group should know the goals of this project, as well as his/her responsibilities. Do your best and have fun!

*"Make a career of humanity and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in."*

*– Dr. Martin Luther King, Jr.*

## Step 4: Reflect.

As a result of your project, many of the Access students and staff should experience and learn new things. It is important that you take the time to let participants share their thoughts and feelings with one another. This process is known as reflection. Take time out at the end of your project for discussion. Encourage members to bring up both positives and negatives. Be sure to have someone taking notes. These tips will be helpful next time!

Consider including a time for the recipients of the service-learning project to reflect on the experience. This can be a wonderful learning tool.

Here are a few ways to engage in reflecting on your community-service learning project: There are many ways to engage in the reflection process, including participating in group discussion, writing in journals and creating web pages. Think of ideas for building this in before, during and at the end of the project. Reflection can be broken down more specifically to include:

- **Sharing:** Participating in a group discussion and sharing what happened during the event, what was learning, problems or issues that occurred, similar experiences and how each participant felt about the experience is a great learning opportunity for the Access students, staff, and Provider.
- **Processing:** Encouraging participants to about their experience in a journal is a great way to improve English language writing skills but to also help process the information and reflect on the experience at a later time.
- **Applying:** Use what was learned in other life situations. By encouraging students to think about how they can use the life skills and knowledge they have learned in their lives with their peers, their families and in their community can create lasting results for the Access Program and the project you worked so

hard in developing. For example, students can create web pages documenting their time creating and implementing the community-service project. Their time participating in the community service-learning project also teaches valuable life lessons such as teamwork which can be used in the classroom or in a job. However, to understand this they need to reflect on their learning.

#### Step 5 – Celebrate.

- Give yourself a round of applause for a job well done! Take the time to celebrate your completed community service-learning project. Be sure to find a way to let club members, key volunteers and funders who made the program successful feel appreciated. Provide refreshments, write a thank-you letter or pass out mementos of the day. “Goody bags” full of small candies with an attached thank-you note from the leaders can be an inexpensive and tasty way to show appreciation.

#### **Based on a Community Service-Learning Model**

**Michigan State University Extension 4-H Youth Development**

**(Link to online resource: <http://bit.ly/19epvDa>)**

## APPENDIX F (cont'd): COMMUNITY SERVICE PROJECT GUIDE TEMPLATE

### Personal Community Service-Learning Project Guide

Project: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Step 1: Pick a Project

1. This is what I want to do: (Write in one or more sentences specifically what you want to do in your project. Example: I plan to organize club members in a mass planting of daffodil bulbs in various public locations in the city.)
2. This is why it is important to the community: (Example: The flowers will beautify the streets changing the thoughts people have about the community, which can reduce crime.)

Great projects are designed to meet specific objectives. (Check off the ones that you want to meet.)

Through this project I want to:

- o Engage in the valuable work of helping others.
- o Practice life skills such as organizing, problem-solving and decision-making.
- o Increase communication skills.
- o Reinforce and further enhance skills and knowledge acquired.
- o Build teamwork, cooperation and diversity skills
- o Develop self-confidence and a sense of empowerment that comes from reaching out and helping others.
- o Practice good citizenship by making a difference in the community.
- o Gain experience in the work world.
- o Also: (please list)

#### Step 2: Plan Your Project and Get Some Publicity

An Action Plan may help you to get organized and to develop a time line once you have brainstormed what is needed to complete the project. Fill out the following Action Plan table to help you get your project organized.

##### Action Plan

List the tasks, who is responsible to complete them, what is needed and when the tasks need to be completed. Make copies for team members so they remember what they have agreed to do! Post a master copy in your meeting space, so the team members can monitor their progress.

What are the tasks to be completed?

1. Who will do them?
2. What resources are needed?



3. When do they need to get done?

Ask yourself the question – what problems might I run into? List those possible problems below:

- 1.
- 2.
- 3.

Step 3: Do the Service

Take lots of pictures and enjoy the day, knowing that the team has planned for every possible challenge, and when the day is over, close it with some wrap-up questions.

What Have I Forgotten?

Leave enough time to gather necessary materials, to pick up last-minute supplies and to enjoy the energy that comes from doing these types of projects. There will always be unexpected challenges that come up on the day of the event, and a little humor in dealing with them helps others deal with the stress of the day.

Step 4: Reflect

Look back over your experience and complete the following.

1. This is what I did:
2. This is what I learned:
3. I helped:
4. I think that the project made a difference because:
5. My thoughts and feelings as I did the project were:
6. Next time I would:
7. As I look back at the objectives that I chose in Step 1, those that I accomplished were:
8. I would apply the skills that I learned from the project in this way:
9. Overall I feel that the project:

5. Celebrate

Take the time to celebrate your accomplishments.

- My community service project celebration included the following people or groups:
- What we did to celebrate was:
- This is how I can share what I learn:

**Based on a Community Service-Learning Model**

**Michigan State University Extension 4-H Youth Development**

(Link to online resource: <http://bit.ly/19epvDa>)

## APPENDIX G: LIST OF POTENTIAL MATERIALS FOR THE ACCESS PROGRAM

*\*These U.S. Department of State created materials are or will be available online at American English*

| Title   | Proficiency Level                    | Thematic category  |
|---|--------------------------------------|--|
| <i>*American Themes: An Anthology of Young Adult Literature</i>   | High beginning to advanced           | Literature with reading, writing, speaking, listening, and grammar |
| <i>*The Ladder Series w/audio: Selections</i>                     | Beginning to intermediate            | Reading, listening   |
| <i>*In the Loop</i>   | Reference (intermediate to advanced) | Reading  |
| <i>*Celebrate! Text and workbook</i>                              | High Intermediate                    | Reading  |
| <i>*The Lighter Side of TEFL</i>                                  | High beginning to high intermediate  | Reading, writing   |
| <i>Pop Culture vs. Real America (IIP Pub)</i>                     | Intermediate to advanced             | Reading  |
| <i>U.S.A. History in Brief – Learner English Series (IIP Pub)</i> | High beginner                        | Reading and listening  |

### Teacher Texts:

| Title   | Proficiency Level                       | Thematic category   |
|---|---|---|
| <i>From Observation to Action</i>             | All level learners                      | Teacher guide on best practices                             |
| <i>*Create to Communicate</i>                 | Beginning to high intermediate learners | Art with reading, writing, speaking, listening, and grammar |
| <i>*Activate: Games for English</i>           | Beginning to high intermediate learners | Speaking  |
| <i>The Color Vowel Chart</i>                  | All level learners                      | Pronunciation (teaching)                                    |
| <i>Teaching Jazz Chants to Young Learners</i> | Beginning learners                      | Speaking and listening                                      |

|  |                                |           |
|--|--------------------------------|-----------|
| <i>*Sing Out Loud: Traditional Songs</i> | Beginning to advanced learners | Listening |
| <i>*Sing Out Loud: American Rhythms</i>  | Beginning to advanced learners | Listening |
| <i>Picture U.S. posters</i>              | All level learners             | Reference |
| <i>Wordscapes posters</i>                | All level learners             | Reference |
| <i>U.S. Historical Wall Maps</i>         | All level learners             | Reference |

## APPENDIX H: SAMPLE ADVERTISEMENT

*Please use this sample as a guideline for creating your own advertisement in your language. Take note the highlighted items below and consider how you might change them for your city and Program.*

Dear students of schools, colleges and universities in **CITY/COUNTRY**:

The U.S. Embassy/Consulate in **COUNTRY** and **XXX** are excited to announce a great opportunity for 13 to 20 year-olds to demonstrate their knowledge and skills in a competition to receive an educational scholarship to learn English. The selected finalists will participate in the two-year program called the English Access Microscholarship Program (Access) funded by the U.S. Department of State.

### INFORMATION ABOUT THE PROGRAM

The Access Program provides an opportunity for students in **COUNTRY** to learn about U.S. culture and values, deepen their knowledge of the English language, and take an active part in the development of **COUNTRY**.

The program consists of two components:

1. English language lessons according to the students' level and
2. Cultural activities that build your understanding of the United States.

**PROGRAM DATES:** **MONTH DAY, 20XX to MONTH DAY, 20XX**

**FINANCIAL SUPPORT:** The Access Program pays for the student's tuition, books, and transportation costs.

### PROGRAM REQUIREMENTS:

Applicants must provide:

1. an identity card or birth certificate (original and copy);
2. a report card/certificate from school (original and copy)/ transcript;
3. documents confirming the status of low-income families (certificate of family composition/certificate of disability or loss of a breadwinner / having many children / family certificate of income for the the U.S. Embassy year help from the pension /certificate of divorce of the parents);
4. 2 photos 3 x 4;
5. resume (list of achievements and skills); and
6. letters of recommendation from 1) the supervisor of the educational institution and 2) the English teacher.

## APPENDIX I: SAMPLE APPLICATION FORM

*Please use this sample as a guideline for creating your own application. Take note the highlighted items below and consider how you might change them for your city and Program.*

### PHOTO

(Attach student photo here)

### English Access Microscholarship Program Application for Participation

Today's date: \_\_\_\_\_

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)

The number of completed years of school at the time of filing \_\_\_\_\_

Home address: \_\_\_\_\_

\_\_\_\_\_

Telephone: ( \_\_\_\_ ) \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail (if available) \_\_\_\_\_

Mother's full name: \_\_\_\_\_

Mother's place of work and position:

\_\_\_\_\_

Mother's work phone ( \_\_\_\_ ) \_\_\_\_\_

Mother's cell phone \_\_\_\_\_

Father's full name: \_\_\_\_\_

Father's place of work and position:

\_\_\_\_\_

Father's work phone ( \_\_\_\_ ) \_\_\_\_\_

Father's cell phone \_\_\_\_\_

In the absence of mother/father to fill in data about other relatives or guardians

The degree of relative \_\_\_\_\_

Surname, name \_\_\_\_\_

\_\_\_\_\_

Place of work and position \_\_\_\_\_

Work phone ( \_\_\_\_ ) \_\_\_\_\_

Cell phone \_\_\_\_\_

The number of minor children in the family \_\_\_\_\_

The number of unemployed adults in the family \_\_\_\_\_

Educational institution, where the applicant is: \_\_\_\_\_

Surname, name Director \_\_\_\_\_

\_\_\_\_\_

English Class/course level at the time of application \_\_\_\_\_

Teacher's full name \_\_\_\_\_

Contact phones of English teacher \_\_\_\_\_

Have you taken any English language courses? Yes/No

If Yes, please specify where and for how long \_\_\_\_\_

Do you know how to use a computer? Yes/No

Do you know how to find information on the Internet? Yes/No

Do you participate in any additional groups, clubs, courses, etc. at school? Yes/No

If Yes, list below which

\_\_\_\_\_

---

## **SIGNATURES**

By my signature, I certify that, to the best of my knowledge, the information provided in my application is accurate and complete.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX J: SAMPLE INTERVIEW RUBRIC

## ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM INTERVIEW

Student's Full Name \_\_\_\_\_

Date \_\_\_\_\_

| Interviewers<br>(Teachers, U.S.<br>Embassy<br>Representative, etc)                               | 3 points  |   |   |   |   | 2 points  |   |   |   |    | 1 points  |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|----|---|----|----|----|-------|
|  | <ul style="list-style-type: none"> <li>Answers were detailed</li> <li>Answers a large amount of essential information was provided</li> <li>Provides adequate responses to the questions</li> </ul> |   |   |   |   | <ul style="list-style-type: none"> <li>Answers had some details</li> <li>Answers incomplete and missing necessary information</li> <li>Answer does not entirely correspond to the delivered item</li> </ul> |   |   |   |    | <ul style="list-style-type: none"> <li>Provides monosyllabic answers (Yes, no, I don't know)</li> <li>Reluctant to respond to questions</li> <li>The interviewer "pulls" information</li> <li>Does not understand the question posed</li> </ul> |    |    |    |       |
| Questions  | 1   | 2 | 3 | 4 | 5 | 6   | 7 | 8 | 9 | 10 | 11  | 12 | 13 | 14 | TOTAL |
| 1. What do you know about the program?   |   |   |   |   |   |   |   |   |   |    |   |    |    |    |       |
| 2. How did you hear about the program?   |   |   |   |   |   |   |   |   |   |    |   |    |    |    |       |
| 3. Why do you want to participate in the program?  |   |   |   |   |   |   |   |   |   |    |   |    |    |    |       |
| 4. What knowledge and skills in addition to language, you will be able to gain from the program? |   |   |   |   |   |   |   |   |   |    |   |    |    |    |       |
| 5. How will learning English help you?   |   |   |   |   |   |   |   |   |   |    |   |    |    |    |       |
| 6. Why are you the right candidate for this  |   |   |   |   |   |   |   |   |   |    |   |    |    |    |       |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Program?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. How are you going to use the knowledge gained?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Did you ever participate in events (competitions, contests, etc.)? For what purpose? What was your part in them?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. How will you apply the talents, skills, and knowledge gained to date to your studies in this Program?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Do you regularly attend classes and all activities? How are you going to juggle school work with the program?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Will you be able to attend courses during the school holidays?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Have you participated in any social or volunteer work?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. How have you demonstrated your commitment to learning in your life?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p>FOR INTERVIEWER:</p> <p>The behavior during the interview</p> <p>(greetings, gestures, eye contact, facial expressions, the manner of sitting, make-up, appearance, etc.)</p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## APPENDIX K: SAMPLE PARENT CONSENT FORM

### **)PARENT'S/GUARDIAN'S CONSENT** *(Required if under the age of 18)*

My son/daughter has my permission to apply for and to participate in ALL components of the English Access Microscholarship Program, administered by **In-Country Educational Service Provider X**. I agree that my son/daughter is required to abide by all policies pertaining to attendance, punctuality and behavior, homework assignments and may be expelled from the program if he/she does not adhere to all of these policies.

I hereby confirm that all the information contained in this application is true and accurate and that I understand that my son/daughter may be removed from the program if it comes to the **In-Country Educational Service Provider X's** attention that any of the information provided in this application is not true or accurate.

I, \_\_\_\_\_, (full name of parent)

I consent to my child's participation \_\_\_\_\_, (full name of student) in the 20XX-20XX the English Access Microscholarship Program, implemented by the **In-Country Educational Service Provider X** and funded by the U.S. Department of State.

I understand that the responsibilities of the program participant include but are not limited to:

- Attending all classes unless an excused absence is requested and approved;
- Completing homework;
- Actively participating in all program activities; and
- Observing the rules of **the In-Country Educational Service Provider X**;

I pledge to:

- Support my child's participation in this program;
- Keep abreast of events occurring in the program;
- Not obstruct the attendance of additional events organized by **the In-Country Educational Service Provider X**;
- Attend parent conferences; and
- Make a great effort to attend required events for students and parents.

*By signing this Agreement, I understand that my child may be excluded from the program, and if the above requirements are not respected.*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## APPENDIX L: SAMPLE STUDENT CONTRACT

### STUDENT COMMITMENT

I, \_\_\_\_\_ (student's full name) accept this scholarship funded by the U.S. Department of State to participate in the English Access Microscholarship Program

I understand that my program responsibilities include but are not limited to:

- Attending all classes during the two-year program unless previously requested and approved, including signed documentation from my parent/guardian;
- Actively participating in all the activities of the program; and
- Complying with any requirements relating to the conduct, punctuality, and homework.

I understand that my successes and achievements will depend on the successful implementation of each of the above item. After the program, I will actively participate in socio-economic development of my country and commit to the development of friendly relations with other peoples.

I promise to abide by all of the terms and conditions of the **In-Country Educational Service Provider X**. I am aware that I have the right to voluntarily withdraw from the program at any time. If I violate the rules, the **In-Country Educational Service Provider X**

reserves the right to terminate my Program scholarship at any time.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

#### APPENDIX M: ACCESS PROGRAM HIGHLIGHTS FORM

Access Coordinators are highly encouraged to send highlights of the activities that they organize and/or participate in with the students of the program. Highlights are a great way to keep the Regional English Language Office, THE U.S. EMBASSY, and ECA informed about the activities that take place. Please, refer to the template below to use for your highlights.

- This template is created for both longer (include maximum length of words, sentences), and shorter Program Highlights (include maximum length of words or sentences).
- Program Highlights can be submitted the day immediately following the date the event/activity has taken place (highly encouraged), or within 10 days after the highlighted event has ended and will be submitted to the Access Program Headquarters in Washington or posted for public viewing (website, Facebook).
- Pictures are required as attachments and should not be copy into the U.S. Embassies into the word document. Please obtain permission from anyone in the photo using the Video Release Form.

|                                   |  |
|-----------------------------------|--|
| • <b>Access program provider:</b> |  |
| <b>Provider's City:</b>           |  |
| <b>Cycle (AY XX-XX):</b>          |  |

|   |  |
|---|--|
| <b>Title of Activity:</b>   |  |
| <b>Dates of Activity and Duration (# of hours):</b>   |  |
| <b>Brief Description:</b><br>information about the event, including the purpose, the outcome, and general feedback from participants. |  |
| <b>Who (# of participants, type and gender):</b>  |  |
| <b>Where was the activity held (city, American Corner, provider's facilities):</b>  |  |

|                                      |  |
|--------------------------------------|--|
| <b>Who did you collaborate with:</b> |  |
| <b>Results/Impact:</b>               |  |

## APPENDIX M: REQUIRED RELEASE FORM

### PARTICIPANT CONSENT & RELEASE FORM FOR ALL PARTICIPANTS:

I, \_\_\_\_\_, in connection with a U.S. Department of State-sponsored educational exchange program, hereby authorize the Department and its program implementing partners to photograph, film, or otherwise record and use my image and/or voice in connection with related public information programs and activities.

Additionally, I hereby authorize the Department and its implementing partners to release, publish, or quote such material, including my name, in connection with related public information programs and activities.

With respect to this material, I understand that content may be included in future speeches, on the Internet, and through multiple broadcast channels and print media (which may include use by U.S. Embassies abroad to promote Department exchange programs and public diplomacy efforts\*) but that such content will not be used for commercial purposes.

**I understand that I may decline to give my consent (by not signing this Form) and still continue to participate in all exchange program activities without being disadvantaged with respect to those activities.**

\* If applicable: In providing my consent, I ask that my name, image and/or voice not be used for promotional purposes associated with the U.S. government in the following specific countries or territories: \_\_\_\_\_.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

#### **\*\* If applicable, FOR MINOR PARTICIPANTS:**

I, \_\_\_\_\_, as the parent or legal guardian of the Department's program participant, grant the above consents and authorizations on behalf of my minor child or ward.

\_\_\_\_\_  
Parent's/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
eMail Address